

FRIENDS for Youth and Core Learning Outcomes in Selected Key Learning Areas

FRIENDS for Youth is a scientifically validated and internationally implemented program that builds skills for managing feelings, building successful peer relationships, handling conflict and coping with challenges with a positive, resilient attitude. In addition to enhancing their students' emotional well-being, teachers using the FRIENDS for Youth program in their classrooms are developing competencies related to a range of core learning outcomes across the curriculum.

The tables below provide an overview of core learning outcomes at levels 5 and 6 in selected key learning areas that the materials and activities in the FRIENDS program address. Some of these outcomes are comprehensively covered with several activities in different sessions of the program teaching and reviewing the skills and concepts involved. Others are more briefly addressed, with only 1 or 2 activities specifically teaching the relevant behaviours and attitudes.

This list is not exhaustive and not in any way prescriptive. It is intended simply as a guide for teachers who wish to be more aware of the relevant educational outcomes associated with implementation of the FRIENDS for Youth program, in addition to its already established positive mental health outcomes.

Health and Physical Education is the key learning area in which outcomes (particularly in the Enhancing Personal Development strand) are most closely linked to the content and activities included of the FRIENDS for Youth program. Some outcomes from the Promoting Health of Individuals and Communities strand are also covered and these are listed below.

Health and Physical Education - Promoting Health of Individuals & Communities (PH)

5.1 Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.	6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.
5.3 Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.	6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.
5.4 Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.	6.4 Students propose a combination of products and services required to accommodate their health needs, now and in the future.

Health and Physical Education - Enhancing Personal Development (EPD)

<p>5.1 Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem.</p>	<p>6.1 Students evaluate the influence of socio-cultural factors on their own and others' self-concept and self-esteem.</p>
<p>5.2 Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships.</p>	<p>6.2 Students evaluate the influence of socio-cultural factors, including community expectations of behaviours, on relationships between individuals and between individuals and the family at different stages of life.</p>
<p>5.3 Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development.</p>	<p>6.3 Students evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development.</p>
<p>5.4 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.</p>	<p>6.4 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.</p>
<p>D4.5 Students describe the impact of sexual maturation and puberty on relationships and self-esteem. D5.5 Students demonstrate ways of maintaining personal beliefs and standards when among people with different beliefs and standards.</p>	<p>DB6.2 Students explore the impact on relationships of conflicts between personal and community values, attitudes and beliefs. DB6.3 Students examine the influence on growth and development of various social and cultural expectations related to stages of the life span. DB6.4 Students demonstrate effective communication skills to assert independence and individuality in different situations.</p>

In the Studies of Society and Environment key learning area the outcomes listed below from the Culture and Identity (CI) strand are related to the activities undertaken during FRIENDS for Youth program sessions.

<p>CI 5.2 Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community.</p>	<p>CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue.</p>
<p>CI 5.3 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities.</p>	<p>CI 6.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.</p>
<p>CI 5.5 Students express how dominant and marginalised identities are constructed by media and other influences.</p>	<p>CI 6.5 Students analyse ways in which social construction of gender in different cultures and socio-economic circumstances affects adolescent identities.</p>

The core learning outcomes for **The Arts and English** key learning areas are less directly addressed by the session contents in FRIENDS for Youth. However, students participating in the program frequently use role-play and dramatization. In group discussions they are encouraged to share and justify ideas and opinions and to consider the influences of media and technology on their emotions, choices and relationships. They also express their feelings and ideas using different media including writing, drawing and sculpture. Developing problem-solving strategies and working cooperatively in groups to achieve goals are also integral to the program. These activities promote skill development related to the variety of outcomes as listed below.

The Arts – Drama (DR), Media (ME) and Visual Arts (VA)

DR 5.1 Students structure dramatic action, both individually and in groups, using elements and conventions appropriate to the selected dramatic form, style and purpose.	DR 6.1 Students devise and refine scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
DR 5.2 Students present selected roles using performance skills appropriate to the selected dramatic form, style and purpose.	DDR 6.1 Students manipulate dramatic elements, forms, and styles to create scripts, characterisations and contexts.
ME 5.3a Students research and analyse various media representations within their cultural and historical contexts.	ME 6.3a Students evaluate how contextual influences can contribute to personal interpretations of media.
ME 5.3b Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences.	ME 6.3b Students evaluate social, political and economic influences operating on the production of public, commercial and independent media.
VA 5.1a Students make images and objects to express personal responses to researched ideas.	VA 6.1a Students make images and objects to interpret chosen social and cultural issues. DVA 6.1 Students make images and objects to research, develop and resolve a personal theme or idea.

Trial Syllabus Yrs 1-10: English (Speaking and Listening) – Critical Evaluation of Meaning (Cr), Cultural – making meaning in contexts (Cu)

<p>Cu 5.1 When speaking, students select and develop accessible but challenging subject matter that is effective for multiple purposes and appropriate for audience When listening, students: determine whether subject matter is effective for purpose(s) and appropriate for audience(s) explain how medium has influenced choices and how relationships with audiences have been established.</p>	<p>Cu 6.1 When speaking, students: participate purposefully, appropriately and confidently in different speaking contexts with peers and distant audiences effectively using different text types and mediums. When listening, students: interpret texts with complex subject matter and evaluate their effectiveness for purposes and appropriateness for contexts, audiences and mediums</p>
<p>Cr 5.1 When speaking, students: construct textual representations of people, places, things, events and concepts by selectively making choices to position listeners When listening, students: identify some cultural assumptions that have shaped textual representations and justify their viewpoint by referring to specific uses of textual resources that position listeners</p>	<p>Cr 6.1 When speaking, students: construct textual representations of people, places, things, events and concepts by drawing on competing discourses When listening, students: identify and explain how textual representations of people, places, things, events and concepts have been shaped by discourses and offer reasons about how these representations might serve particular interests.</p>

Trial Syllabus Yrs 1-10: English (Reading and Viewing) – Critical Evaluation of Meaning (Cr), Cultural – making meaning in contexts (Cu)

<p>Cr 5.2 When reading and viewing, students: identify obvious cultural assumptions about groups that shape textual representations identify and explain how readers/viewers are positioned by these representations and justify their interpretations by referring to the use of particular textual resources suggest likely consequences of some representations</p>	<p>Cr 6.2 When reading and viewing, students: identify and explain how textual representations of people, places, things, events and concepts have been shaped by discourses question and challenge cultural assumptions in texts and explain how selections, omissions and emphases affect meanings</p>
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Trial Syllabus Yrs 1-10: English (Writing and Shaping) – Critical Evaluation of Meaning (Cr), Cultural – making meaning in contexts (Cu)

<p>Cu 5.3 When writing and shaping, students: communicate meanings clearly and as appropriate to chosen contexts using a variety of text types</p>	<p>Cu 6.3 When writing and shaping, students: select and elaborate detailed information on challenging subjects and issues to achieve purposes and appeal to audiences experiment with ways of representing subject matter imaginatively in certain contexts</p>
<p>Cr 5.3 When writing and shaping, students: make selective choices to position readers/viewers in certain ways when constructing representations of characters/ people, places, things, events, or concepts.</p>	<p>Cr 6.3 When writing and shaping, students: make choices about the inclusion, exclusion or emphasis of subject matter for certain effects and purposes</p>